

DRAFT UNTIL APPROVED

Study Session (Tuesday, October 25, 2016)

Generated by Shelley R Shelton on Tuesday, October 25, 2016

Members present

Julie Rash, McKay Jensen, Jim Pettersson, Michelle Kaufusi, Shannon Poulsen, Taz Murray

Members Excused:

Marsha Judkins

Staff present

Keith Rittel, Superintendent; Gary Wilson, Assistant Superintendent; Stefanie Bryant, Business Administrator; Anne-Marie Harrison, Exec. Director of Teaching & Learning; Jason Cox, Exec. Director of Human Resources; Todd McKee, Exec. Director of Secondary Education; Alex Judd, Exec. Director of Elementary Education; Shelley Shelton, Exec. Assistant; Caleb Price, Communications & PR Coordinator

Guests

Darren Burdette & Clint Wolfe, District Social Workers

Meeting called to order at 7:34 AM

A. 7:30 a.m. Study Session

Procedural: 1. Welcome: Pres. Julie Rash

Procedural: 2. Roll Call

Presentation: 3. 7:30 - 8:25 Anti-Discrimination/Inclusive Community Training: Darren Burdette and Clint Wolfe, District Social Workers

Gary Wilson introduced the presentation by stating a non-discrimination policy and several procedures have been created over the past year. Training for teachers/staff, students and parents is an additional component. Darren Burdette distributed a self awareness survey based on personal beliefs, experiences, knowledge and perspectives for board members to complete regarding discrimination.

Member Shannon Poulsen arrived at 7:42 a.m.

Following the completion of the survey, board members were told what their scores represented:

- 90-105 you have a bias
- 60-89 you have a bias
- 30-59 you have a bias
- 0-29 you have a bias
 - It's normal and ok to have biases. it's what we do with those biases that's important.

The Discrimination in PCSD Survey last year indicated 20% of respondents felt there was no discrimination within the district.

A video was shown illustrating discrimination during the civil rights movement in American history.

Quoting from the Non-Discrimination, Race, Color and National Origin Policy #3214 P2:

- "Conduct including words, gestures, and/or other actions, including actions relating to a student's educational program, or in the employment context, hiring, promotion, discharge, discipline, assignments, demotion, or termination, that unfairly disadvantages individuals based upon protected characteristics such as age, color, disability, national origin, race, religion, sex/gender (including sexual orientation and gender identity), and/or any other classification protected by applicable law."
- Students and staff in Provo City School District should all be treated with respect and we should help others do the same. We can be held legally liable if we don't.
- Children should understand what discrimination is and what it looks like.
- Be aware of your attitudes, stereotypes & expectations and reactions. Experience shapes perspectives. We all have misconceptions.
- Students should recognize words associated with discrimination such as disability, religion, national origin, age,

race, sex & gender, gender identity, color

Understand privilege:

- It's not about guilt; we need empathy and understanding of others' challenges, i.e., some students don't have internet at home; some don't get breakfast at home and come to school hungry. Others don't have parents who speak English.

Equality: What might teachers see in the classroom regarding equality?

- There's a definite break between students at THS who feel entitled and others who aren't privileged and are more timid and quiet.
- The education system says we have to treat students "equally," which is problematic.

A video was shown depicting how a child was treated based on her perceived situation of being homeless.

Equity - The distribution of resources to level the playing field.

- The challenge is how to balance? Are there students who need the "second box" who don't have it?
- Are there teachers who give push back regarding Title I resources?
- After visiting approximately 150 classrooms so far this year, Keith reported teachers are being very inclusive in the students they call on to participate.
- The training teachers have received has made a big difference in their awareness.

Think, Pair & Share

- Be aware of your own hesitancy to intervene. Reasons students may hesitate to intervene:
 - Intervening requires courage
 - May be outnumbered
 - Kids don't want to take a risk; what's the reward for sticking your neck out?
 - Peer pressure
 - Not knowing what to say
 - "It's not a big deal."
 - Feeling uncomfortable
- Trying to create an environment of kindness; create a culture of accepting diversity. It must be a change within the entire community.
- Implementing PBIS; this has to fit under the whole umbrella.

Creating a Culture of Acceptance

- Traditional/sacred dress or clothing may have personal/religious significance
- "We're a culture, not a costume" reflects how those of other cultures feel about being inappropriately depicted with holiday costumes

Creating a Culture of Acceptance in the Classroom

- Is there anything in the classroom that represents diversity in the class?
- Is there diversity depicted in our books? 93% of textbooks depict white children
- Small groups - are small work groups diversified by race, religion, abilities, gender, etc.?
- Involving parents; is an interpreter available?
- Language barrier; are notes sent home to parents in a language they can understand?

See Discrimination

- What does it look like?
- Asking teachers to be aware of all protected classes:
 - National origin
 - Religious affiliation
 - Gender
 - Gender identity
 - Those with a disability
 - Age

When Responding to Discrimination:

- Don't lecture or judge
- Don't act shocked, but remain calm and talk privately when correcting behavior
- Don't ignore or laugh along
- Be willing to intervene
- Use empathetic listening; validate their point of view
- Don't use minimizing comments
- Clarify, summarize, ask open ended questions

Addressing Claims of Discrimination

- If a parent or student claims consequences are discriminatory:
 - Listen and reflect feelings (don't ignore comments)
 - Point out the connection between behavior and consequences and state the other would receive similar consequences.
 - Self reflect on possible biases

Discrimination Complaint Procedures in Provo City School District

- Employee Violation Procedure
 - Tell violator the incident will be reported to the principal. Immediately report to principal.
 - If a violation involves child abuse, immediately report to DCFS or police. Immediately report to principal.
 - If violation involves building principal, report to Jason Cox, Executive Director of Human Resources.
 - If the complaint involves an employee's supervisor, report to their supervisor.
- 3rd party vendors, visiting speakers, a patron or volunteer
 - Tell them the violation will be reported to the principal
 - Immediately report to the principal

The presentation will be shared with all faculty and staff. Another presentation will be shown in assemblies to students; an additional presentation is geared to parents.

"One person can make the difference and every person should try."

Discussion: 4. 8:25 - 8:30 Nov. Board Meeting Discussion

- Following a brief discussion it was determined the Board meeting will remain on Nov. 8.
- Provost bids won't be opened until Nov. 10 or 17. Additional time for value engineering may be needed. Mark feels we won't be up against other bidders as a result of the Alpine bond.

B. Adjourn

Action: 1. Motion to Adjourn Study Session & Convene Exec. Session

I move we adjourn the study session and go into executive session for the purpose of discussing real estate.

Motion by Jim Pettersson, second by Taz Murray.

Final Resolution: Motion Carries

Aye: Julie Rash, McKay Jensen, Jim Pettersson, Michelle Kaufusi, Shannon Poulsen, Taz Murray

C. 8:30 - 9:00 Executive Session for the purpose of discussing real estate. Utah Code 52.4.205

Procedural: 1. Welcome: President Julie Rash

Procedural: 2. Roll Call

Excused: Marsha Judkins.

Discussion, Information: 3. Real Estate Matters: Supt. Rittel

D. Adjourn

Action: 1. Motion to Adjourn Executive Session

I move we adjourn the executive session.

Motion by Michelle Kaurusi, second by Jim Pettersson.

Final Resolution: Motion Carries

Aye: Julie Rash, McKay Jensen, Jim Pettersson, Michelle Kaufusi, Shannon Poulsen, Taz Murray

Adjourned at 9:02 a.m.